



DUTY STATEMENT

PR LOG #:

CIVIL SERVICE CLASSIFICATION Teacher Specialist				WORKING TITLE Short-Term Programs Coordinator			
BRANCH Instruction, Measurement & Admin			DIVISION State Special School & Services			OFFICE California School for the Blind	
CBID R03	WWG SE	PCN <input type="text"/>	POSITION NUMBER 184-640-9153-001	SPECIFIC LOCATION (CITY) Fremont			
PROBATIONARY PERIOD N/A		TENURE Non-Tenured - Exempt		TIME BASE Full-Time		BILINGUAL POSITION No	
TELEWORK OPTION Office-centered		SAFETY SENSITIVE POSITION Yes			CONFLICT OF INTEREST CLASSIFICATION No		

DIRECTION STATEMENT AND GENERAL DESCRIPTION OF DUTIES

The Short-Term Programs Coordinator plays a pivotal role in facilitating educational opportunities for visually impaired students. Collaborating closely with educators and stakeholders, they develop and deliver school-year short courses and summer academies, integrating innovative and inclusive curricula to cater to diverse student needs. Actively engaging with families, educators, and community members, they advocate for inclusive education initiatives and organize outreach events. Additionally, they collaborate with health professionals to ensure student safety, establishing comprehensive health protocols and integrating health education into the program curriculum. Through professional development workshops, conference attendance, and research collaborations, they continually enhance their knowledge and skills, sharing best practices and staying informed about the latest research findings. Additionally, they oversee a transition to digital solutions, prioritizing accessibility and enhanced user experiences in accessing programs.

CONDUCT, ATTENDANCE, AND PERFORMANCE EXPECTATIONS

All employees are expected to work cooperatively with others, maintain regular, consistent, predictable attendance, and possess integrity, initiative, dependability and good judgment.

SUPERVISION BY

Director of the Education Resource Center for the Blind and Visually Impaired

SUPERVISORY RESPONSIBILITIES

N/A

WORKING CONDITIONS AND PHYSICAL REQUIREMENTS

Will work in a temperature controlled environment with LED lighting. May predominantly sit at desk or use sit/stand desk during normal working hours to perform daily duties, and may be required to lift and carry document boxes weighing up to 25 lbs. This position may be kneeling, squatting, bending, reaching overhead/above shoulder level, sitting. May be around blind or visually impaired students. May be required to escort student during fire drills or emergencies. This position is also on an open school campus and may be around service animals.

ESSENTIAL/NON-ESSENTIAL FUNCTIONS

Relative % of Time Required: <input style="width: 80%;" type="text" value="50%"/>	<input checked="" type="checkbox"/> Essential Function	<input type="checkbox"/> Non-Essential Function
Duties Performed		
<p>Collaborates with Short-Term Programs teacher and other members of the faculty and staff to provide school-year short courses offered at CSB and throughout the state as well as summer academies to students with visual impairments throughout the state.</p> <p>Conduct research, such as needs assessment surveys distributed to students, families, educators, and relevant stakeholders and gather data and insights into specific educational needs and preferences of students with visual impairments. Analyze survey data to identify common themes and areas of focus for short courses and summer academies.</p> <p>Forge partnerships with local school districts, community organizations, and businesses to expand program offerings and resources. Collaborate with these partners to leverage their expertise, facilities, and connections to build opportunities to enhance the quality and reach of educational programs for students with visual impairments.</p> <p>Lead efforts to develop innovative and inclusive curricula for short-term programs, incorporating diverse instructional strategies, accessible materials, and hands-on learning experiences. Collaborate with curriculum specialists, instructional designers, and assistive technology experts to ensure that course content that meets diverse student need.</p>		

Relative % of Time Required: <input style="width: 80%;" type="text" value="20%"/>	<input checked="" type="checkbox"/> Essential Function	<input type="checkbox"/> Non-Essential Function
Duties Performed		
<p>Communicate directly with families, administrators, teachers of students with visual impairments, orientation mobility specialists, educators, and students regarding the needs and service provision for individuals with visual impairments. Explain the application process to access services through Short-Term programs, provide referral forms and ongoing correspondence required to complete the student application and forms required for attendance.</p> <p>Host community outreach events and informational sessions to raise awareness about the importance of inclusive education for students with visual impairments.</p> <p>Engage with parents, community members, and local leaders to promote understanding and support for inclusive educational initiatives and advocate for the needs of students with visual impairments.</p> <p>Implement a systematic process for program evaluation and feedback collection to assess the effectiveness of short courses and summer academies.</p> <p>Solicit feedback from participants, families, and stakeholders to identify strengths, areas for improvement, and emerging needs. Use evaluation data to inform future program planning and decision-making.</p> <p>Collaborate with local support organizations and advocacy groups to provide additional resources and support for families and individuals with visual impairments.</p>		

Relative % of Time Required: <input style="width: 80%;" type="text" value="10%"/>	<input checked="" type="checkbox"/> Essential Function	<input type="checkbox"/> Non-Essential Function
Duties Performed		
<p>Organize professional development workshops and seminars for educators, families, and other professionals working with individuals with visual impairments.</p> <p>Collaborate with guest lecturers and teacher and experts to share insights on best practices, assistive technologies, and innovative teaching methods to enrich the knowledge and skills of program staff and participants.</p> <p>Attend conferences and topic specific workshops to increase knowledge and develop presentations and training as appropriate to educate others regarding best practices for teaching students with visual impairment. Presenting at conferences is expected.</p> <p>Foster collaborations with researchers and academics in the field of visual impairment education to stay informed about the latest research findings and evidence-based practices.</p> <p>Participate in research projects and pilot studies to contribute to the advancement of knowledge and innovation in the field and enhance the quality of educational programs for students with visual impairments.</p>		

Relative % of Time Required: Essential Function Non-Essential Function

Duties Performed

Collaborate closely with the Student Health Unit to streamline the clearance process for students in short-term programs and summer academies.
 Ensure all students meet health requirements, including vaccinations, screenings, and emergency contacts.
 Collaborate with the Student Health Unit and relevant agencies to establish comprehensive health protocols for programs.
 Develop and implement protocols aligned with medical best practices and emergency preparedness plans to ensure student safety.
 Integrate health education into program curriculum to empower students with skills for maintaining their well-being.
 Incorporate self-care practices, such as relaxation techniques and time management strategies, to help students balance their academic and personal lives into the short-term programs.
 Implement mindfulness and stress-relief activities into the program curriculum to support students' mental and emotional well-being.
 Establish peer support groups or mentoring programs to foster a sense of community and provide emotional support for students facing health challenges.

Relative % of Time Required: Essential Function Non-Essential Function

Duties Performed

Maintain accurate and up-to-date course applications, ensuring relevance for each program.
 Regularly gather feedback to improve the application process and user experience.
 Develop a plan to transition applications and content to digital formats.
 Collaborate with stakeholders to choose user-friendly digital platforms.
 Prioritize accessibility features for users, including those with visual impairments.
 Ensure all digital solutions are easy to navigate and comply with accessibility standards.
 Provide training and ongoing support for staff and users on digital tools.
 Encourage staff and stakeholders to embrace digital solutions.
 Evaluate digital solutions regularly and gather feedback for improvement.
 Use data to refine processes and enhance user experiences.

Relative % of Time Required: Essential Function Non-Essential Function

Duties Performed

Other duties as assigned that support the California Education Resource Center for the Blind and Visually Impaired as well as the other facets of the California School for the Blind.

SPECIAL/ADDITIONAL REQUIREMENTS AND DESIRABLE QUALIFICATIONS

The incumbent must possess good judgment; strong organizational and electronic spreadsheet and data collection skills; the ability to effectively communicate with supervisor, staff, and public; be self-motivated to ensure goals are met and assignments are completed in a timely manner; be innovative and open-minded to establish new and different processes and policies to support the Education Resource Center's mission, vision and goals; and work kindly and collaboratively with all.

PERSONAL CONTACTS

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EMPLOYEE ACKNOWLEDGEMENT

I have read and understand the duties and requirements listed above, and I am able to perform these duties with or without an accommodation. (If you believe an accommodation may be necessary, or if unsure of a need for an accommodation, inform the hiring supervisor or the Accommodations Coordinator at Accommodations@cde.ca.gov.)

EMPLOYEE NAME	EMPLOYEE SIGNATURE	DATE

MANAGER/SUPERVISOR ACKNOWLEDGEMENT

I certify this duty statement represents a current and accurate description of the essential functions of the position. I have discussed the duties of this position with the employee and provided the employee a copy of this duty statement.

MANAGER/SUPERVISOR NAME	MANAGER/SUPERVISOR SIGNATURE	DATE

HRD C&P ANALYST	HRD APPROVAL DATE	EFFECTIVE DATE	DATE UPLOADED

This form will be kept in the employee's Official Personnel File.

Original - Classifications & Pay Office

Copies - Employee and Supervisor